

Research on EMP Term Learning Strategies

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Abstract: In today's world, under the background of internationalization and in-depth development of information technology, medical students, if they want to make progress in professional technology, must be in line with international standards and constantly learn new knowledge and ideas. Medical English is an important medium for them to understand cutting-edge information and expand into international professional fields. Medical students also generally reflect that medical English terms are difficult to understand, verbose and hard to remember, and difficult to expand. Therefore, it is particularly important to study the learning strategies of medical English terms. This paper summarizes the research and development of EMP term learning strategies, explores the best learning strategies, and puts forward the corresponding enlightenment for medical term teaching, with a view to providing certain help for the development and research of medical continuing education in the future.

1. Introduction

English for Specific Purposes is short for ESP. It is related to a specific occupation or subject, and is a special English added according to the specific purpose or needs of learners, so as to cultivate the comprehensive ability of learners to apply English in the professional field and certain working language environment[1]. As an important branch of ESP, EMP (English For Medical Purpose) refers to the English used by doctors, nurses and other medical professionals in the medical field[2]. EMP is often used in foreign medical literature reading, high-end academic conference and communication, translation of medical research, medical paper writing (SCI paper), medical bilingual ward round, bilingual teaching, and service for foreign patients. Medical English terminology is professional, complex and extensive. The learners generally reflect that Medical English terminology is unintelligible, long and difficult to remember and expand[3]. Therefore, the study of medical English terminology learning strategies is particularly important.

2. Overview of learning strategies

Starting from the mid-1970s, some foreign scholars began to study foreign language learning strategies based on the development of cognitive psychology. The research focus of language teaching has shifted from “teacher-oriented teaching” to “student-oriented learning”, from the previous research on teaching method to the study of individual differences and learning strategies of learners. Rubin[4](1975), an early researcher of this kind, focuses on learning strategies and cognitive learning behaviors. According to Naiman[5](1978), learning strategy is related to learners' individual intelligence, language potential, attitude, personality, cognitive style and other variables.

Foreign studies on learning strategies in the 1980s focused on the definition and classification of learning strategies. After the 1990s, researchers focused on how to conduct strategy training and how to combine learning strategies with learners' autonomous learning ability. The researchers

integrate the independent learning ability into the lifelong learning system, and combine the factors such as learners' own age, gender, personality, motivation, attitude, intelligence, anxiety level, learning style and cultural background with the study of learning strategies. For example, Stern added "internalization, empathy and personalized learning style" and other strategies, and he believed that learning strategies are the general tendency and characteristics of the methods adopted by learners. Rubin defined learning strategy as "a language system development strategy that is conducive to learners' self-construction and can directly affect language development". Weinstein & Mayer holds that all practices and ideas in language learning are aimed at influencing learners' coding process, which is integrated into the theories of cognitive psychology.

The research on foreign language learning strategies in China started in the mid-1980s and has been fruitful in the past thirty years. The study of domestic learning strategies can be divided into two aspects: overall strategy study and specific project study. The research of general strategy mainly lies in the relationship between students' overall learning concept and strategy and their academic performance. Qiufang Wen[6], Yi'an Wu, Runqing Liu[7], Wenyu Wang et al., studied the influence of learning strategies on English performance of undergraduate students majoring in English. The research results of Jinkai Liu, Wenlong Xu, Yongqiao Gu, Guangwei Hu, Bi Chen and Yifang Zhang involved specific project research on learning strategies. Specific research projects include listening, speaking, reading, writing, vocabulary and other items and the relationship between English learning.

3. Literature on English vocabulary learning strategies

Many researchers of second language acquisition believe that English vocabulary is the most basic component of English and is a very important aspect in the field of second language acquisition. It is impossible for learners to acquire all English vocabulary. Only by mastering certain vocabulary learning strategies can learners get rid of dependence on external auxiliary means such as dictionaries and achieve effective expansion of vocabulary. As an important part of foreign language learning strategy, English vocabulary strategy is a relatively new research field. Many researchers use English vocabulary strategy as a subtopic (or subfield) of foreign language learning strategies for special branch research. Medical English terminology is an important branch of special English field, and the learning strategy of medical English terminology is also a special classification of English vocabulary learning strategies. Therefore, we must first sort out the basic situation of English vocabulary learning strategies[8]. McCarthy[9] (1984) believes that language learning needs to fully develop its vocabulary strategy to improve their language communication skills. Ahmed[10](1989) found in a study of 300 learners from Sudan that successful learners relied more on a variety of vocabulary learning strategies than unsuccessful learners. Brown&Pynea[11](1994) is an early study of foreign language vocabulary acquisition process, their vocabulary learning process is divided into five stages: (1)the Encountering new words; (2)Getting the word form (3) Getting the word meaning (4) embodying word form and meaning in memory; (5)Using the word. According to Rubin, the process of vocabulary learning should include: acquisition, storage, retrieval, use, etc. Cameron once defined in a broad sense that vocabulary learning strategy is an effective way for language learners to help them understand and remember vocabulary.

The domestic research on foreign language learning strategies started from the mid-1980s, and the achievements in the past ten years have been constant. The study of English vocabulary strategy started in the 1990s. The following researchers studied English vocabulary strategy from different aspects. Qiufang Wen[6] (1996) discussed how to learn English vocabulary in her book on English learning strategies and gave six methods. From the perspective that metacognitive strategies such as autonomous learning and selective attention can strongly predict performance, Gu and Johnson[12](1996) investigated and studied the vocabulary learning strategies of 850 second-year non-English majors in Beijing normal university, and found that vocabulary learning strategies were correlated with vocabulary test and test results. Focusing on the study of learners' vocabulary cognitive strategies and metacognitive strategies, Xia Wu and Xu Wang adopted questionnaire

surveys and vocabulary tests to study the use of vocabulary learning strategies and the impact on vocabulary knowledge of non-English majors. In similar studies, Wenyu Wang[13](1998) compared the correlation between the strategies and vocabulary of English majors and non-English majors. From the perspective of learners' vocabulary cognitive strategies, Jinkai Liu[14] (1999) discussed the relationship between word-guessing strategies and foreign language proficiency. The research object selected by Yifang Zhang is different from the previous researchers. In addition to the commonly used questionnaire method, the research method also adopts interview and recording, and compares the vocabulary memory strategy used by domestic children and college students to find that Chinese children seldom use keyword strategy and semantic coding strategy. From the perspective of gender differences in learners' use of vocabulary learning strategies, Ping Zhang et al. focused on studying the differences between non-English major graduate students of different genders in learning English vocabulary strategies, and found that the degree of boys' learning concepts and practicing concepts was significantly higher than that of girls. From the change of vocabulary learning strategies on vocabulary and grade change point of view, GuangWei Hu investigated 100 Chinese preparatory students from Singapore university, tested their vocabulary, and obtained their English scores. After six months of language intensive training, he compared the relationship between their vocabulary learning strategies, vocabulary and English scores before and after the experiment. From the perspective of lexical learning strategies and cognitive concepts, WeiZheng Zhao investigated and studied ten views of vocabulary learning of non-English majors in Vocational School. Learners know that there are many kinds of vocabulary learning strategies, but they do not know how to choose the strategies that are suitable for them. Some scholars believe that the research on domestic English vocabulary learning strategies mostly adopts questionnaire or experimental test methods, and there are many empirical studies but few case studies, while mixed research methods combined with multiple methods are also rare. The research theory is not deep enough and the research object is single (focusing on college students, middle school students, primary school students, teenagers and children, etc.), the research scope is narrow and the research variables are few.

4. Literature review on learning strategies of medical English terms

The research on EMP terminology can be traced back to the 1980s, when some researchers tried to find effective learning strategies for learning EMP terminology. From the comparison of different learning strategies for EMP terminology, Fang[15] (1985) tried to find a more effective one from two learning strategies. One was to use root and affix analysis of terms, the other was to use spelling rules and reading and writing to memorize terms. At last, it is found that it is a more effective learning strategy to use the word-formation rule of lexical roots and affixes to memorize terms. The research of Gyls and Wedding[16](1983) also confirmed the important role of term formation in medical English learning. They point out that EMP terminology is a special English term that meets the need for more efficient and explicit communication among healthcare professionals in the medical field. EMP terms are often used to prescribe, write medical records, and pay special attention to the specific roots and affixes of the terms. Schmitt[17] (1997) found that, for medical students, it is an effective learning strategy to look up and repeatedly remember terms in the dictionary. Some researchers compared the differences of EMP terminology learning strategies among learners of different levels. Jafar Asgari Arani [18] (2005) compared to the high level and low level students in the use of the similarities and differences among EMP professional term learning strategies, and for a variety of learning strategy is the highest and lowest frequencies of data analysis, the results show that high levels of learners tend to be in a variety of learning materials in terms of memory, more writing term in class.

5. Conclusion

Medical English terms are characterized by professionalism and complexity. They cover a wide range of fields and involve dozens of medical-related mouth types in a large number. With the discovery of new diseases, new viruses and rapid advances in diagnosis and treatment, the number of medical English terms have increased dramatically. Medical students usually adopt the traditional learning methods such as repeated memorization, transcription, recitation and translation, which consume a lot of energy and time and often produce poor results, making the learners distressed. Therefore, the learning strategy of medical English terms is particularly important. Meanwhile, the study of English vocabulary learning strategies is the premise of the study of medical English terminology learning strategies, and the study of foreign language learning strategies is the foundation of the study of foreign language vocabulary learning strategies. At present, the research on foreign language learning strategies in China is not deep and extensive enough. More thorough and comprehensive studies are needed.

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